

## OUR LADY OF THE ASSUMPTION CATHOLIC PRIMARY SCHOOL

### Behaviour and Rewards Policy updated November 2025

#### Introduction

This policy was updated following staff consultation.

This behaviour policy aims to maintain and improve the excellent standards of behaviour at Our Lady of the Assumption Primary School by fostering mutual respect and personal responsibility.

#### Mission Statement

Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential.

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### **1. Aims**

1. To encourage a calm, purposeful and happy atmosphere within the school.
2. To foster positive, caring attitudes towards everyone where achievements at all levels are valued and acknowledged.
3. To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
4. To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
5. To further raise awareness of appropriate behaviour.
6. To give pupils, staff and parents a shared sense of direction and feelings of common purpose.

### **2. Responsibilities**

All members of the school community have a responsibility with regards to behaviour. These are outlined below.

#### **Children's responsibilities**

These relate directly to our School Code.

- To work hard to use our gifts and skills.
- To respect ourselves, other people and property.
- To be kind, friendly and caring.
- To be honest and polite.

#### **Staff Responsibilities**

- To recognise that each child is an individual.
- To make clear, our expectations for good behaviour.
- To treat all children fairly and with respect.
- To raise children's self esteem and develop their full potential.
- To be aware of each child's specific needs.
- To provide a challenging and interesting curriculum.
- To create a safe, pleasant and stimulating environment.
- To use rewards, rules and sanctions clearly and consistently.
- To be a good role model.
- To form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.

#### **Parents Responsibilities**

- To make children aware of the appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To show an interest in all that their child does in school.



- To foster good relationships with the school.
- To support the school in encouraging good behaviour at all times.
- To support positive behaviour for learning by ensuring homework is completed and returned and that children have all they need for the school day. Uniform, PE Kit etc.

NB. For 'responsibilities' see Home/ School Agreement.

### **Governor Responsibilities**

- To set down standards of discipline and behaviour.
- To support school staff in the promotion of good behaviour.
- To review the effectiveness of the policy.
- To advise and support the Head teacher in certain issues relating to behaviour.
- To support with exclusions and appeals.

### **3. EYFS**

Due to the age and nature of children at this stage there are separate procedures in place for children in the Nursery.

During the Reception year staff begin to introduce the children to the whole school behaviour policy.

### **4. Code of Conduct/Rules**

This will be displayed in every classroom and around the school.

- Respect ourselves, others and property.
- Be kind, friendly and caring.
- Be honest and polite
- Work hard to use our gifts and skills.

In addition to our school code each teacher develops a class promise which links to the code and are age appropriate. These are clearly displayed in the classroom.

### **5. Rewards**

To encourage good behaviour the following rewards may be used:

- **Golden Time**

Golden Time for Y1 to Y6 is for 15 minutes on a Friday afternoon. Children can choose from a number of activities during Golden Time. This enables children to be rewarded for consistent good behaviour and gives children who do misbehave an opportunity to start again and move on. Records are kept by class teachers to track any children who are regularly misbehaving so that support can be implemented. Significant behaviour incidents are logged on the school's CPOMS system.

Incomplete classwork and/ or homework can be completed during Golden Time.

- **Star of the week**

1 child from each class will be nominated by class teachers to be 'Star of the Week' for good work or for setting an example of good behaviour.

These children will receive a certificate during assembly together with a sticker and trophy. In addition they will be named in the weekly newsletter.

- **Presentation Award**

1 child from each class will be nominated by their class teacher for the presentation award in recognition of work they have produced. They will receive stickers, certificates and an item of stationery.

- **Super Citizen award**

1 child from each class will also be nominated by class teachers to be 'Super Citizen' for setting an example of good citizenship. These children will receive a reward of 'treat' time with the Deputy Head each Friday afternoon.

- **Dojo Points**

Classes in KS1 and 2 will give out Dojo points within their classes. A running total is kept and children can save and exchange their Dojo points for a range of rewards. These points are given for any good behaviour and/ or effort and can be given out at any time of the day ie in class, breaktimes, lunchtimes etc. Dojo points are limited to a maximum of 8 points per child, per week.

- **Lunchtimes**

Lunchtime award stickers are given daily to children who behave well by Lunchtime Supervisors. All children who receive a sticker are entered into a raffle which is drawn termly.

- **Stickers**

Any member of staff may choose to reward children with stickers for good work, behaviour, kindness, being helpful etc.

For children who behave/ produce work which is particularly good FOR THAT CHILD they may also be sent to HT or DHT for a special Head teacher's award sticker/ Deputy Head teacher's award sticker.

## **6. Sanctions**

For inappropriate behaviour the following sanctions will be used:

See **Consequences Scale**.

When children behave inappropriately, the Consequences Scale will be followed. This will be displayed in classrooms and discussed with the children.

Teachers may wish to adapt the language to suit the age of their pupils but the stages must remain consistent.

For serious incidents Class teachers will use their discretion to decide whether to go straight to stage 5 or 6.

### **Consequences Scale**

|                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Teacher warns the pupil.                                                                                                                                                                                                                                     |
| 2. Second warning. A Dojo can be removed at teacher's discretion.                                                                                                                                                                                               |
| 3. 'Thinking' time in own classroom away from other children (age appropriate length of time.)                                                                                                                                                                  |
| 4. a. If behaviour continues, time out in another class.<br>b. Breaktime detention can be considered, indoor or outdoor.<br>c. Parents/ carers will be contacted at this stage.                                                                                 |
| 5. If poor behaviour continues, a referral is made to the Headteacher or Deputy Headteacher.<br>Referrals can be made straight to this stage for serious incidents and/ or behaviours.                                                                          |
| 6. The child will have a behaviour plan and targets. A home/ school record can also be used.<br>Communication with parents/ carers is maintained.                                                                                                               |
| 7. For continued poor behaviour and/ or serious misbehaviour fixed term exclusions may be considered. The Governors will be informed.<br>On rare occasions, permanent exclusions should be considered for cases of extreme misbehaviour. (See section 7 below.) |

- **Class Records**

Class teachers / LSA's keep a brief record of any incidents/ constant minor disruption involving their class. If there are more serious behavioural issues, these will be recorded on CPOMS. Conversations with parents will also be recorded on CPOMS.

- **CPOMS**

Any pupil involved in serious misbehaviour will be referred to a senior leader who will record the details on CPOMS. This also applies to 'one off' serious incidents. Parents/ carers will also be contacted as soon as possible.

- **Loss of Privileges**

Children involved in misbehaviour incidents or consistent low level poor behaviour may lose privileges such as participation in play/ lunchtime etc.

### **Examples of Serious Misbehaviour**

- Hurting another person physically or verbally.
- Use of offensive language.
- Answering back to adults.
- Refusal to complete work.
- Disrupting others.
- Arguing with an adult.

- Refusal to follow an adult's instruction.
- Vandalism.
- Stealing.
- Bullying.
- Fighting.
- Racist/ homophobic incidents.
- Violent unprovoked attack on another child.
- Running out of class/ school or refusal to come in.
- Use of mobile phones or other wearable devices in school.
- Sexualised behaviour or harassment.

### **Extreme misbehaviour.**

For incidents of the most extreme or persistent misbehaviour the following actions will be taken:

1. An adult reminds the child of targets on individual behaviour plan.
2. The child will have time out of class supervised by an adult.
3. A referral will be made to a senior staff member.
4. For the most extreme cases children will be referred directly to the Head or Deputy Head.
5. Following persistent serious misbehaviour, the school will consider excluding the child from class for the remainder of that school day.
6. If all other strategies have been exhausted the school will consider fixed term or permanent exclusion.

### **Sexualised behaviour and harassment.**

- These types of incidents are extremely rare but staff are vigilant and respond immediately to reports or observations of child on child abuse by sharing concerns with senior staff even if they think the matter might be trivial.
- Reporting procedures; staff should report verbally initially and then through the CPOMs system.
- Pupils should report concerns to their class staff or staff members on duty.
- These types of incidents can be serious and may result in a range of sanctions including exclusion (see section 6.)
- Incidents may be reported to the police depending on the nature of the incident and the age of the children.
- Incident will be treated on a case-by-case basis and appropriate sanctions will be imposed.
- School will complete regular relevant risk assessments including regular 'site walks' to identify places or times that may be considered more 'risky.' Pupil voice will also be taken into account.

- Our school will work with potential victims and/or offenders and provide support through a range of methods including restorative conversations, our Learning Mentor, Seedlings and our Education Mental Health Practitioner
- Our PSHE/RSHE curriculum will proactively respond to preventing such issues from occurring and addresses incidents should they arise. The children will be taught about appropriate behaviours and school will keep evidence eg through pupil voice to measure the impact of the curriculum. Occasional additional workshop activities will also take place eg through NSPCC.
- Regular updates and information is shared with staff to enable them to respond appropriately. Staff will have regular in house training as well as attending courses as appropriate.

### **7. Fixed Term and Permanent Exclusions**

The LA provides the following information:

If a child has been excluded from school, it means that he/she will not be allowed to attend school for the period because of difficulties that have arisen concerning the child's behaviour. ***See also the LA Exclusion Policy.***

Some of the following are questions that are commonly asked by parents:

#### **Why do schools exclude children?**

Sometimes pupils, for a variety of reasons, behave in ways which disrupt, offend or cause distress to others, both pupils and staff. As a last resort, Head Teachers may use exclusion from school as a means to try to resolve the difficulties which may have arisen.

#### **What is meant by exclusion?** There are 3 types of exclusion:

**1. Lunchtime-** short term exclusion for the lunch session.

**2. Fixed Period-** Short term exclusion for one or more periods up to a maximum of 45 days in any one school year.

**3. Permanent exclusion-** For a serious breach of school discipline when it is not intended that the pupil should return to the same school.

The Head Teacher is required to notify the Education services and the school Governors if a pupil is excluded for more than 5 days in any one term. Please note that in the absence of the Head Teacher a Senior Manager who has been nominated to act in his/her behalf will also have authority to exclude.

Whilst a child is excluded from school, they must not enter the school premises unless requested to do so by the school or if your child is reinstated by the School Discipline Committee or Independent Appeal panel.

**How Will I be Informed?**

The Headteacher will seek to contact you personally and a letter will be sent to your home confirming the exclusion and setting out reasons why this action has been taken.

**Can I appeal the decision?**

You can appeal the decision and you should contact the school/ Education, Library and Sports services asking for a copy of "School Exclusions Advice to Parents".

**Issues to consider if your child has been excluded from school.**

1. You may have only heard your child's side of the story. Be prepared to consider the school's and other people's version.
2. It is in your child's best interests to attend any meeting in school to discuss any problems or possible additional support if your child is to return to school.
3. The school would welcome your support in trying to resolve any behavioural issues.

**8.Monitoring**

The Head Teacher and SLT will monitor the effectiveness of this policy on a regular basis. They will report to the Governing Body and if necessary make recommendations for further change.

**9.Review**

This policy will be reviewed each year or when new initiatives make review earlier necessary.

The Governing Body of Our Lady of the Assumption Catholic Primary School and Nursery adopted this policy on 18<sup>th</sup> November 2025.

The policy will be reviewed annually.

Signed S Dunning

M Burke

Chair of Governors

Headteacher



## BEHAVIOUR INCIDENT REPORT SHEET

### OUR LADY OF THE ASSUMPTION PRIMARY SCHOOL

Pupil's Name: .....

Date:..... Time: .....

Teacher/Member of staff who reported incident:

.....

Report of incident/ Action Taken:

## Behaviour Action Plan

Child's name \_\_\_\_\_

|                                                                                        |                                                                     |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Main behavioural issue. What has gone wrong?                                           | Moving forward. What do we want behaviour to be like in the future? |
| Target 1:                                                                              |                                                                     |
| Success Criteria <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |                                                                     |
| Target 2:                                                                              |                                                                     |
| Success Criteria <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |                                                                     |
| Target 3:                                                                              |                                                                     |
| Success Criteria <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> |                                                                     |